

FREE Third Quarter Report

Title: "The Corps of Re-Discovery: Updating the Lewis and Clark Journals"

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Date: April 31, 2000

Purpose/goals of partnership/project: To contribute to the upcoming bicentennial by documenting today's views of selected Lewis and Clark journal entries using the methods and standards of today's scientists and scholars. The 200-years-later update will be maintained on a continually-evolving national website with entries contributed by students and teachers from all around the nation. Each topic mentioned in the original Lewis and Clark journals will be adopted by only one school; however an Internet-based learning community will help contribute ideas and data from their region on that same selection.

Third Quarter Goals/Objectives: School projects successfully underway. However, two or three schools are having second thoughts after seeing how much work is involved and how it fits into the timing of other areas of the curriculum they must cover. Heightened concerned about testing and accountability are beginning to impact how many "enrichment" activities teachers pursue that help youth see the application of knowledge. The push to make sure students score well on state tests is becoming more apparent.

Third Quarter Accomplishments: The most exciting work this quarter is out in the schools where students and teachers are building their materials to go onto the website and are also using the Internet and other technology tools to meet state-level education standards. Here are excerpts from some of their electronic reports to us:

From a high school student in rural eastern Washington doing an "update" on Sacagawea:

"... all that remains to be done is to finish my research and complete the reviews on the books and articles..."
(Naomi Ruediger, St. John-Endicott Cooperative High School)

From a middle school teacher in Idaho:

"I am pleased with my students efforts using the internet to read journal entries. In five years of teaching with technology, this is the first time I have actually seen students **READING** on the internet, rather than looking at the internet."
(Terry Bohan, Kimberly, Idaho)

From an elementary teacher in Idaho:

" We have finished reading and interpreting the journals from Aug. 11, 1805 to

Aug. 15, 1805. Each group of students chose a different aspect of those dates. Once we have finished writing their summary (this week) we will e-mail the information to James Ronda and Steve Ambrose to check to see if our information is all correct. We will be e-mailing different places and asking questions. I would like to check into a distance learning site to meet with James Ronda.” (Melody Wyson, Rupert, Idaho)

From a middle school in Idaho:

“We are past the planning stage and in the thick of it! The kids are loving this project and learning so much about using the internet for research and searching other resources, too. We have collected well over 50 books, but are having difficulty citing journal entries about flora and fauna described by L and C because we don't have Thwaites. We find most passages refer us to a certain volume and page from Thwaites. My goal is to purchase Moulton's set next year and then this project will have a stronger foundation. As the flora comes to life here within the next 2 weeks the kids will be using the digital camera (F. Mercer bought one for this project) out in the field and adding photos to their compilation of facts. I keep reminding my students of Jefferson's words: "Learn all you can." It's so easy! (Amy Woods, Kamiah, Idaho)

From an elementary teacher in Montana:

My students and I have read *Captain's Dog*, Journal entries for the applicable dates from Moulton vol. 5,8,9&11, Biddle, Devoto and Gass. We have consulted other books such as *Lewis and Clark in the Bitterroots*, *Letters of the Lewis and Clark Expedition* and *The Salish people and the Lewis and Clark Expedition*. I have been in contact with Alex Philp at the UM, Margie Lubinski at the U.S. Forest Service, Kathy Eyster at the Rocky Mountain School of Photography, Mike Wallace, Terry Heath, George Knapp and Doug Skiba of the Travellers Rest Chapter; Dan Hall, archeologist; Lucy Dandenburg of the People's Center in Pablo; Otis Halfmoon of the Nez Perce Tribe; Terry Bilbrey, Newfoundland owner; and Pat and Ernie Deschamps, landowner, as well as various other minor contacts. On Tuesday April 4, My class and I will be at Travellers Rest to take photographs of my students dressed and modeling the types of things that they would have been doing at this site in 1805 and 06. Each student has become a member of the expedition and has focused on that person throughout our research and come up with an appropriate photo to be taken. On Wednesday April 12, my class, Alex Philp, Margie Lubinski of the Forest Service and Doug Skiba of the chapter will be at the site to do some GPS work and to bore some of the trees to date them. From that point on, our focus will become technology. We will be using Front Page to create our web pages. Students will be doing write-ups on the photos and including excerpts from the journals to describe what they are doing in their photos. Other photos that we will include are those showing the animals that were eaten at the camp and the plants that were described at the site. Thank you so much for the curriculum materials. The article about the clothing has been especially helpful and I used the moccasin pattern with my class today. Also have used the following web sites:
www.lewisandclark.org
www.travelersrest.org

www.lewis-clark.org

www.pbs.org/lewisandclark

www.nationalgeographic.com - lewis and clark game

kids.state.mt.us - mt history for young kids including L & C

And have talked to Frank - the owner of the button that was found at the site and took photos of it.

From an alternative high school teacher in Oregon

"We just returned from a 1500 mile trip through Oregon, Washington, and Idaho with two staff and nine students. We finally completed our film, "Journey of Heart & Spirit," which documented last summer's field research on the Nez Perce National Historic Trail. We showed the film to six different Nez Perce communities in Nespelem, Wa., Lawpwai & Kamiah, Id., and Enterprise, Or. The hospitality and generosity of the Nez Perce people everywhere overwhelmed us. As one example, the Nez Perce living on the Colville Reservation performed a "Seven Drums Ceremony" for the students and hosted them at a tribal lunch in which salmon and traditional root foods were served, such as camas and wild carrots. While in Idaho, we drove up part of the Lolo Pass (we hit lots of snow) and spent an entire day at the Nez Perce Young Horsemen's Program in Sweetwater, working on our Lewis & Clark website project. Students interviewed Rudy Shebala, Director of the Nez Perce Horse Registry, photographed Appaloosas, completed a service learning project at the ranch, and spent time with the program's students. Our students also got the opportunity to ride the famous "bucking barrel," which trains riders for rodeo competition. Nobody could walk the next day. That night, at a pow wow in Lewiston, Rudy publicly honored our students and the students in the Young Horsemen's project. As part of this event, everybody joined together in a ceremonial dance. Two students are doing the bulk of the writing and research for the Lewis & Clark project: Bill Leverette & Rachel Johnson. We have scanned in all our horse photographs, including relevant journal pages from the Lewis & Clark expedition. We still need to correlate information, but we're making good progress toward achieving our objectives. Students are asking if they can be involved in the technological side of building a website at NWREL. Is this possible? (Bruce Campbell, Beaverton)

From an elementary teacher in Oregon:

We are currently actually building the web pages. Most of the research is done. We are in the midst of getting permission for pictures and quotes. We are working on the final piece on the Chinook tribe now. The site is completely planned. Unless we have major problems that I can't foresee, we should be on track for finishing by the end of the month. (Marilyn Jackson, Newberg)

From a magnet middle school science teacher in Portland:

We have identified are plants of the Lower Columbia River identified in the Lewis and Clark Journals and have about half of the plants digitally photographed. A lot of the plants are still bare so as they bloom we will photo them. April is a great month to watch them change over time... (I had to get a plug for System Dynamics in) - so hopefully we

will have all of the plant photos by May. We are almost done researching the L & C journals - Fort Clatsop segment. Students are beginning to research the Native American plant uses and in two weeks we will work with our local experts! Each student is preparing a folder on disc about the plant they have chosen to research. If all the plants bloom in time - we should have our project in on time.” (Judith Lampi, Portland)

Elementary teacher in Montana:

“Canyon Creek School has been working on projects associated with the Lewis and Clark Mini Grant since March. The upper-grade teachers who are collaborating on this grant each decided to do research within their curriculum fields to help students learn about and create projects that we could make internet-accessible. Our project, called *Pompey's Pillar: Crossroads to History*, will include historical, scientific, nutritional, and literature strands.”

Expenditures to Date: Minimal until schools claim their expenses per the agreements set with each.

Fourth Quarter goals/objectives: Participating schools complete learning activities around their selected topics; partners provide support and ideas to schools as they create prototype materials

Good news, pleasant surprises: Two different television stations in western Montana sent a reporter and video team to our school in Franklin, Montana which is researching the Traveler's Rest campsite. We have received digital photographs of this and hopefully a video clip from whatever was used on the air.

Challenges, difficulties, needs: Teachers always wish they had more time for creative projects like these. If all our original schools do not complete their original project ideas, we may engage some of our teachers in some additional website development in June.

Early lessons: Teachers are learning to use local resources if they can't find the help or technology they need in the schools. Some of our project sites have benefitted from other state, federal and foundation-funded technology-related projects which is helping them meet their goals and objectives. For example, two of our project schools are involved with a Technology Challenge Demonstration Program based in Idaho (though one of the sites is in Portland Public Schools). Those two teachers received some extra training in January and March in some of the latest technological tools. Our evaluation contractor is beginning to gather information from the sites that will tell us more about what teachers learned from this process.

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